

# The Classical Weekly

Published weekly, on Mondays, except in weeks in which there is a legal or a School holiday, from October 1 to May 31, at Barnard College, New York City. Subscription price, \$2.00 per volume.

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on June 28, 1918.

VOL. XII, No. 7

GENERAL LIBRARY

MONDAY, DECEMBER 2, 1918

WHOLE NO. 321

DEC-61918

UNIV. OF MICH.

## GRAPHIC LATIN

Psychology  
says the  
eye  
is the  
greatest  
avenue  
of  
approach  
to the  
brain!

- pigeon-holes each fact
- leads to a mastery of forms and syntax
- visualizes the language

Let  
your  
pupils  
see  
Latin!

*Complete set of four charts,  
containing all eight parts of  
speech, bound in handy form.*

40 cents

Address the author—

JOHN C. GREEN, Jr., Instructor in Latin,  
Blair Academy, Blairstown, N. J.

## TO GIVE REALITY TO CAESAR

and to make the study of the Commentaries something more than a daily grind,

### WHITEHEAD'S STANDARD BEARER

is invaluable. It is a thrilling story of Roman army life, with a brave shepherd as hero who, although he does not wear khaki, will seem, to the young reader to be "a regular fellow".

Interesting facts are skillfully interwoven with the story—facts about Roman life, warfare, and manners; and much else that every high school pupil should know. Caesar's campaigns are followed in their historical order, with so many dramatic incidents that the reader's attention never flags. The narrative is told in English that is clear, vivid and sufficiently colloquial to interest the average boy and girl.

### AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The study of classical mythology has been encouraged and most successfully aided by

### CHARLES MILLS GAYLEY

in his revised edition of the

### Classic Myths in English Literature and Art

The most comprehensive and satisfactory reference manual and the most attractive textbook in mythology now on the market.

It acquaints the student with the Greek, Roman, Norse, and German myths which have influenced English imaginative thought, with their use in English and American poetry, with the principal masterpieces of sculpture and painting illustrative of mythological subjects, and with the history of myth. The illustrations, two hundred in all, include fourteen full-page cuts exquisitely drawn and printed in colors.

*xlvi + 597 pages, illustrated, \$1.80*



### GINN AND COMPANY

BOSTON  
ATLANTA

NEW YORK  
DALLAS

CHICAGO  
COLUMBUS

LONDON  
SAN FRANCISCO

# The Classical Weekly

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879  
Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on June  
28, 1918.

VOL. XII

NEW YORK, DECEMBER 2, 1918

No. 7

## THE LOEB CLASSICAL LIBRARY RECENT ADDITIONS

An outline of the purpose and scope of The Loeb Classical Library was given in *THE CLASSICAL WEEKLY* 5.126-127, in an article reprinted from *The Nation* of November 9, 1911. In 6.82-86, we reprinted an article entitled *Machines or Mind?*, prepared by Dr. W. H. D. Rouse, one of the General Editors of the Library, as a general introduction to the Library. This paper is a fine plea for classical studies. In 9.49, as part of his article, *A Working Library for Students of the Classics, Supplement*, Professor Husband gave a list of the volumes in the Library which had been published up to that time (November 20, 1915). It may be noted, in passing, that the American agency for the Library has been taken over by Messrs. G. P. Putnam's Sons, 2 West 45th Street, New York City. In the contributions to *THE CLASSICAL WEEKLY*, by Messrs. Yeames and Messer, entitled *Classical Articles in Non-Classical Periodicals*, reference has been made to many reviews of parts of the Library, both in American and in foreign periodicals.

Now, dealing with the classical originals rather than with translations of them is the business of *THE CLASSICAL WEEKLY*, as of every other classical periodical. Hence, there has been no attempt to secure for *THE CLASSICAL WEEKLY* a detailed review of every volume in The Loeb Classical Library (there would, indeed, not have been space for the realization of such an aim). Yet, since to the avowed classicist, who, by preference, deals with the Classics in the originals, the Library may well be of service, by supplying some texts not otherwise easily accessible, and by enabling him to read more rapidly and more widely than he otherwise might in the classical originals, some volumes of the Library have been noticed in *THE CLASSICAL WEEKLY*. In 6.198-199 Professor Lodge reviewed Mr. John Sargeaunt's translation of Terence (2 volumes). In 7.142-143 Professor Ullman discussed together two renderings of Propertius—one by H. F. Butler, in *The Loeb Classical Library*, the other by J. S. Phillimore, in the *Oxford Library of Translations*. I have myself, in various places, published notices of other volumes in the Library (see e. g. 6.223; 7.192).

Circumstances make possible, at this time, a more extended review of recent additions to the Library.

Since Professor Husband's list was published, the following volumes in the Library have appeared:

Achilles Tatius, by S. Gaselee; Caesar, *The Gallic War*, by H. J. Edwards, on the whole a very excellent translation; Dio Cassius, the fourth, fifth, and sixth of nine volumes, by Ernest Cary; Galen, *On the Natural Faculties*, by A. J. Brock; *Greek Anthology*, five volumes, by W. R. Paton; Hesiod, the Homeric Hymns, and *Homericica*, combined in one volume, by H. G. Evelyn-White; Lucian, the second of seven volumes, by A. M. Harmon; Marcus Aurelius Antoninus, *Meditations and Speeches*, by C. R. Haines; Plutarch, five out of ten volumes, by Bernadotte Perrin; Procopius, two out of six volumes, by H. B. Dewing; Theophrastus, *Enquiry into Plants*, and *Minor Works on Odours and Weather Signs*, two volumes, by Sir A. Hort; in one volume, Longus's *Romance*, *Daphnis and Chloe*, translated by S. Gaselee, and *Parthenius's Love Romances*, G. Thornley's translation, revised by J. M. Edmonds, well known for his translation of Sappho, and of the Greek Bucolic Poets (the latter in *The Loeb Classical Library*); Apuleius, *The Golden Ass*, W. Adlington's rendering, revised by S. Gaselee; Ovid, *Heroides and Amores*, by Grant Showerman; Ovid, *Metamorphoses*, two volumes, by Frank Justus Miller; Pliny's *Letters*, the translation of W. Melmoth, revised by W. M. Hutchinson; Plautus, two volumes out of four, by Paul Nixon; Seneca, *Tragedies*, two volumes, by Frank Justus Miller; Seneca, *Epistulae Morales*, one volume out of three, by R. M. Gummere; Strabo, *The Geography*, one volume out of eight, by Horace Leonard Jones; Vergil, one volume out of two, by Henry Rushton Fairclough; Juvenal and Persius, in one volume, by G. G. Ramsay; Xenophon, *Hellenica*, by C. L. Brownson.

It will be of interest to indicate here the extent to which American classical scholars have thus far participated in the Library:

Appian's *Roman History*, 4 volumes, Horace White; Dio Cassius, 6 volumes, Ernest Cary; Julian, *Emperor*, The Works of, two volumes, by Professor Wilmer Cave Wright (Mrs. Wright), of Bryn Mawr College; Lucian, 2 volumes, A. M. Harmon, formerly of Princeton, then of Yale University, now Lieutenant in the Naval Service of the United States; Plato, 1 volume (including *Euthyphro*, *Apology*, *Crito*, *Phaedo*, *Phaedrus*), Harold North Fowler, of Western Reserve University; Plutarch, 5 volumes, Bernadotte Perrin, Professor Emeritus of Yale University; Procopius, 2 volumes, H. B. Dewing, of Princeton University; Xenophon, *Cyclopaedia*, 2 volumes, Walter Miller, University of Missouri; Xenophon, *Hellenica*, C. L. Brownson, College of the City of New York; Cicero, *De Officiis*, Walter Miller; Horace, *The Odes and Epodes*, Charles E. Bennett, Cornell University; Ovid, *Heroides and Amores*, Grant Showerman, University of Wisconsin; Ovid, *Metamorphoses*, 2 volumes, Frank Justus Miller, University of Chicago; Plautus, 2 volumes, Paul Nixon, of Bowdoin College, now Lieutenant in the United States Army; Seneca, *Tragoediae*, 2 volumes, Frank Justus Miller; Seneca, *Epistulae Morales*,

1 volume, R. M. Gummere, formerly of Haverford College, now of the William Penn Charter School, Philadelphia; Strabo, the Geography, 1 volume, H. L. Jones, of Cornell University; Suetonius, 2 volumes, John C. Rolfe, of the University of Pennsylvania.

Professor Harmon's two volumes on Lucian include the following pieces: Volume 1, *Phalaris I*; *Phalaris II*; *Hippias, or the Bath*; *Dionysos*; *Heracles*; *Amber, or The Swans (De Electro)*; *The Fly*; *Nigrinus*; *Demonax*; *The Hall (De Domo)*; *My Native Land*; *Octogenarians (Longaevi)*; *A True Story (Vera Historia)*; *Slander (Calumniae Non Temere Credendum)*; *The Consonants at Law (Iudicium Vocalium: Sigma vs. Tau in the Court of the Seven Vowels)*; *The Carousal, or The Lapiths (Convivium)*; Volume 2, *The Downward Journey, or The Tyrant*; *Zeus Catechized*; *Zeus Rants*; *The Dream, or The Cock*; *Prometheus*; *Icaromenippus, or the Sky-man*; *Timon, or the Misanthrope*; *Charon, or the Inspectors*; *Philosophies for Sale*. On the great merits of this translation see *THE CLASSICAL WEEKLY* 6.223, and, more especially, Professor Shorey in *Classical Philology* 8.234-235.

Professor Perrin's five volumes of Plutarch include the following: (1) *Theseus and Romulus*; *Lycurgus and Numa*; (2) *Solon and Publicola*; *Themistocles and Camillus*; *Aristides and Cato Maior*; *Cimon and Lucullus*; (3) *Pericles and Fabius Maximus*; *Nicias and Crassus*; (4) *Alcibiades and Coriolanus*; *Lysander and Sulla*; (5) *Agesilaus and Pompey*; *Pelopidas and Marcellus*. These volumes and their successors ought to be of service to many students and teachers. It would be interesting and instructive for the teacher of Latin seriously to consider how much of his teaching these volumes can be made to illuminate. On the merits of the translation see *THE CLASSICAL WEEKLY* 7.192, and Professor Roger Miller Jones in *Classical Philology* 11.479-482, 12.312-314, 13.415-416. The translation has found favor in England, too; see H. G. Evelyn-White, in *The Classical Review* 30.89-90, and G. W. Butterworth, in *The Classical Review* 31.55-56.

Mr. Dewing's translation of Procopius includes four of the eight books of Procopius's *History of the Wars*. Books 1 and 2 deal with The Persian Wars, fought by Justin and Justinian against the Persian Kings Kavadh and Chosroes Anushirvan, down to 550 A.D. Books 3 and 4 deal with the Vandalic War in Africa, down to 546. For a review of the two volumes, by G. W. Butterworth, see *The Classical Review* 31.53-54; see also J. W. Beardslee, Jr., in *Classical Philology* 13.317-319.

The translator of Galen's *On the Natural Faculties* explains (page 2) that the work has to do with

the powers of the *Physis* or Nature. By that Galen practically means what we should call the physiological or biological powers, the characteristic faculties of the living organism; this *Physis* is the subconscious vital principle of the animal or plant.

The translation is praised by Mr. Clifford Allbutt, in *The Classical Review* 31.100-103.

C. K.

(*To be continued*)

#### GREEK IN PLINY'S LETTERS

(*Concluded from page 44*)

In considering Pliny's knowledge of Greek literature it will be convenient to notice in approximately chronological order the authors whom he quotes or to whom he alludes. This order also permits the following classification of the forms of Greek literature which Pliny knew: (1) epic poetry; (2) didactic, elegiac, and lyric poetry; (3) drama; (4) history; (5) philosophy; (6) oratory; (7) academic poetry of the Alexandrian period.

(1) We are thus enabled to begin with Homer, as Pliny himself no doubt began. He quotes his witty friend Atilius (2.14.3) as saying that young lawyers are now beginning their careers by pleading in the highest courts, just as boys are first introduced to Homer, the greatest of poets, in the Schools.

Only a casual review of the Greek quotations in Pliny is needed to show that he was more familiar with Homer than with any other Greek poet. He quotes from all parts of the *Iliad*, and, though the lines taken from the *Odyssey* are comparatively few, they are so scattered as to indicate ready recollection of all parts of the poem. The following lines of the *Iliad* are found: 1.63 (1.18.1), 1.88 (6.8.3), 1.528 (1.7.4), 2.212 (1.20.22), 3.214 and 3.222 (1.20.22), 5.356 (9.26.6), 8.102 (9.13.20), 9.319 (8.2.8), 12.243 (1.18.4), 16.250 (1.7.1), 18.20 (4.11.12), 21.388 (9.26.6); and the following from the *Odyssey*: 1.351-352 (5.20.8), 2.47 (5.19.2), 22.412 (9.1.3). The fact that five of the twelve quotations from the *Iliad* are from the first three books may be held to indicate that these books, the earliest read, were best remembered, as would be the case with most modern readers.

The variety of the occasions which suggest Homeric lines to Pliny is an evidence of his real familiarity with the poems. Quite unliterary subjects prompt more of these quotations than are called forth by literary themes. Thus his ability to grant only a part of the request of Octavius Rufus in the matter of the Baetici reminds him of Zeus fulfilling one of Achilles's prayers and denying the other (1.7.1; Il. 16.250). Suetonius's uneasiness over a bad dream brings out the sympathetic quotation, *kai γάρ τ' θνάτος ἐκ Διός ἐστιν* (Il. 1.63; 1.18.1). Senecio's report of the voluntary exile of Licinianus, accused by Domitian, is like Antilochus's report to Achilles, *κείται Πατροκλός* (4.11.12; Il. 18.20). In his relations with his household Pliny tries to keep in mind Odysseus's mildness (5.19.2; Od. 2.47). Hearing that a friend is in danger from a man who is about to become tribune, he promises his support in the words of Achilles to Calchas, 'No one shall harm you while I live' (6.8.3; Il. 1.88). His discrimination between the more and the less thrifty

of his tenants teaches them that he does not hold both brave and coward in like esteem (8.2.8; Il. 9.319).

Quotations from Homer in the literary letters, then, are not to be wondered at. Writing to Tacitus in defence of long orations he refers, in quotations, to Thersites (1.20.22; Il. 2.212), Odysseus (Il. 3.222), and Menelaus (Il. 3.214). In urging Maximus to publish at once his oration against Planta, who has just died, so that he may not seem to have composed it deliberately for publication after Planta's death, Pliny is reminded of Odysseus's rebuke of Eurycleia, *οὐχ δοῦι κταμένοισιν ἐπ' ἀνδρασιν εὐχερτασθαί* (Od. 22.412); but, as Planta has died a natural death, he substitutes *φθιμένοισιν* for *κταμένοισιν* (9.1.3). He quotes two lines from Homer to illustrate the bold and almost violent metaphors which the poet sometimes employs (9.26.6; Il. 21.388, 5.356).

There are also references to Homer without quotation. Pliny compliments Arrius on his oratory, comparing it to the honeyed speech of Nestor (4.3.3). Encouraging Caninius in his ambition to write an epic on the Dacian Wars, he suggests that the poet shall imitate the license of Homer in the metrical treatment of names ill adapted to his verse (8.4.4). He excuses the detailed account of his Tuscan villa on the ground that he has written neither more nor less than the occasion required (5.6.43):

'You see in how many verses Homer describes the armor of Achilles and Vergil that of Aeneas; still each is concise because he accomplishes just what he intends'.

Though it is very likely that Pliny's first reading of Homer was dictated by the conventional requirements of Roman education, the number and the aptness of his quotations justify the supposition that he continued to read the epic poems throughout his life. Perhaps, indeed, it was fashionable to cultivate this facility of quotation. Pliny himself tells us of a senator, who, interrupted in an attempted speech by the dismissal of the Senate, complained in the words of a Homeric verse (9.13.20; Il. 8.102). But another more influential motive may be conjectured, one which would have had weight even if Pliny's early training and natural taste had not led him to Homer. The value of the epic poems for the orator was strongly emphasized by Quintilian, more strongly, perhaps, than one would expect, were it not for the unique and supreme position that Homer held among the ancients, who were not content to praise him as a poet, but insisted on drawing every kind of lesson from his work. In a review of the Greek and the Latin authors who deserve the special attention of students of oratory, Quintilian says (10.1.46),

'As Aratus holds "one must begin with Jove", so it is evident that we shall rightly begin with Homer. For, as he himself says the courses of all streams and fountains have their origin in Ocean, so he has provided a pattern and an origin for all the parts of eloquence'.

And he goes on to mention the varied excellences of Homer's style with more enthusiasm and at greater

length than those of all the Greek orators together. It seems not improbable that Pliny, already well grounded in Homer, found a stimulus to further reading of epic in the manifest admiration which his teacher in oratory had for the Homeric poems.

(2) Among the didactic poets Hesiod is the only one whom Pliny quotes. Writing to Caninius Rufus of the death of Silius Italicus, he is reminded of the brevity of human life and the necessity of strenuous endeavor to achieve in this short period something of enduring fame (3.7.15):

'You have no need of goads, but my affection for you induces me to urge you on, though already running, as you are wont to urge me. *'Αγαθή δ' ἔρις*, and it is a noble rivalry when two friends by mutual admonitions excite each other to the passion for immortality'.

This phrase is from the *Works and Days* (20), and is applied by the farmer poet, more humbly and materially than by Pliny, to the zealous accumulation of wealth.

It would be unsafe to infer from Pliny's silence that he knew nothing of the lyric poets. But, considering what we know of his temperament and interests, we hardly expect to find quotations from Sappho or Alcaeus in the Letters. The vividly emotional expression of an age so fresh and so sincere in its inspiration as the sixth century B. C. could not meet with any genuine response in the mind of so conventional a gentleman. Pindar is not mentioned or quoted. The matter and the form of his verse perhaps made it almost as difficult of access to the Romans as to the modern reader. There is no allusion to Simonides or to the other poets of the choral lyric.

(3) The references to Greek tragedy are few. In sending some of his hendecasyllabics to a friend Pliny writes rather complacently (7.4.2),

'I have never been a stranger to poetry—indeed I wrote a Greek tragedy when I was only fourteen years old. What sort of tragedy? I don't know; but they called it a tragedy'.

Pliny does not mention or quote either Aeschylus or Sophocles. He quotes Euripides twice: once in describing the dignified bearing of a Vestal who was condemned to death by Domitian, when he borrows a line from the pathetic narration of the death of Polyxena (4.11.9; Hec. 569); and again in praising the young Serius Augurinus (4.27.6), who is, he says, such a man as you would expect the friend of Spurinna and of Arrius to be, 'for that famous utterance is most true, "knowing that he is such a man as they with whom he delights to be"'. The Greek words are from the *Phoenix* of Euripides, and are quoted by more than one ancient author. The passage is given at greatest length by Aeschines (c. Timarch. 152), but the words which Pliny quotes are also found in Demosthenes's *Oration on the False Legation* (245), where they are requoted from Aeschines. Considering Pliny's great interest in the orators, we may conjecture that this passage was strongly impressed upon his mind by its occurrence in controversial speeches by these great

exemplars of the art of public oratory (compare Nauck, *Fragmentsa Tragicorum Graecorum* 809, for a list of authors who repeat this commonplace).

These two quotations would not justify the inference that Pliny knew more of Euripides than of the earlier tragedians. Yet this is probably true. It is certain that Euripides was more read and quoted by the Romans than were Aeschylus and Sophocles. In Cicero's Letters Euripides is quoted sixteen times, Sophocles three times, and Aeschylus not at all. The fact is explained in part by the peculiarly quotable character of Euripides's work, his many sententious expressions, his many declamatory didactic passages. His frequently obvious moralizing was more easily understood and appreciated than the austerity of Aeschylus or the perfect art of Sophocles. It must be remembered, of course, that the Euripidean drama was a far more important element in that Hellenistic culture which the Romans first assimilated than the more severe examples of Attic tragedy; and Roman taste in literature, as in art, never wholly outgrew this Hellenistic influence. But the forensic oratory of Euripides must have attracted Pliny. It is the judgment of Quintilian (10.1.67) that as poets Sophocles and Euripides are very superior to Aeschylus, while for the special purpose of the orator Euripides is much more useful than Sophocles. He commends especially the style of Euripides, his sententiousness and philosophy, his argumentative skill, and his pathos.

Pliny has two quotations from Old Comedy, both descriptive of the oratory of Pericles, and, in the absence of his actual speeches, valuable as contemporary testimony to his singular power. One (1.20.19) is from the *Acharnians* of Aristophanes (531), 'he lightened, he thundered, he stirred up Hellas'. The other (1.20.17) is from *Eupolis* (four verses): 'And not only was he swift of speech, but a certain persuasiveness dwelt upon his lips. So he charmed; and alone among the orators he left the sting with his hearers'.

Pliny writes to Caninius of hearing a literary friend, Vergilius Romanus, read an original work in imitation of the Old Comedy (6.21). Quintilian (10.1.65) praises the poets of this School for their pure Attic diction, their free spirit, their general vigor; he finds that their style has grandeur, elegance, and charm.

In the letter just quoted Pliny also says that Vergilius has written admirable imitations of Menander, worthy of comparison with Plautus and Terence. He has no other allusion to the New Comedy. Quintilian expresses the greatest admiration for Menander, saying (10.1.69).

'careful reading of Menander is sufficient for effecting all the purposes of instruction in oratory, such is his wealth of invention, his facility in expression, so well is his talent adapted to all conditions, characters, and emotions'.

(4) There is little evidence to show that the historians were read by Pliny. He does not mention Herodotus.

In his reflections on the death of Silius Italicus (3.7.13) he repeats the story that Xerxes, beholding his vast army, wept at the thought that in a few years not one man of this great host would be alive (Herodotus 7.46). This anecdote was very possibly a commonplace of the Schools, and does not prove that Pliny was familiar with Herodotus.

There are two quotations from Thucydides. Writing to Titinius Capito of his reasons for not undertaking to be a historian, Pliny contrasts the qualities desirable in history and in oratory, and remarks (5.8.11), 'It makes a great difference, as Thucydides says, whether what one is writing is to be a *κτῆμα* or an *ἀγώνισμα*', a permanent possession or a competitive exhibition of rhetorical skill. The reference is, of course, to the Athenian historian's famous justification of the philosophical method in history (Thucydides 1.22.4). Discussing Regulus's public speaking, Pliny admits its vigor, but qualifies his praise by saying,

'although there is less force in good men than in bad, as *ἀμαθία μὲν θράσος, λογισμὸς δὲ δύνων φέρει* ("ignorance gives rise to boldness, reason to hesitation"), so upright talent is weakened by modesty, perverse is strengthened by audacity'.

The quotation is from the funeral oration of Pericles (Thucydides 2.40.3) and in its context is deprecatory of Spartan courage.

(5) Indications of interest in Greek philosophy are very faint—a hope that a dinner may be enlivened with Socratic talk (3.12.1); the generous opinion that the rhetorician Euphrates frequenter etiam Platonicam illam sublimitatem et latitudinem effingit (1.10.5); one quotation from the *Memorabilia* of Xenophon (7.32.3; Mem. 2.31.1), 'praise is a most agreeable thing to hear'; and a ghost story in which a philosopher named Athenodorus, possibly Athenodorus of Tarsus, who lived in the Augustan age, plays an important part (7.27.7).

(6) So many of Pliny's Letters are taken up with accounts of his actual public speeches, in the Senate and in the courts, with discussion of his written and embellished orations, which he apparently considered his most important work, and with observations on the theory of oratory, that it is quite obvious that the Greek and Latin orators interested him more than any other authors. Unless we go back to the Homeric heroes whose eloquence is mentioned by Pliny in a letter to Tacitus (1.20.22), we must note Pericles as the earliest orator to whom he refers. As to actual knowledge of Pericles's oratory, Pliny was in the same position as the modern reader: he knew it only by hearsay, by the descriptions which the comic poets gave of the vigor and persuasive power of the Athenian statesman (1.20.17, 19), and by those reconstructed speeches in the text of Thucydides, which, however faithfully they may reflect the ideas and the public policy of Pericles, are entirely Thucydidean in style. It may be noted that the quotation from the historian in connection with Regulus's powers in public speech

is taken from one of these Periclean orations (see above). Not having the actual speeches, Pliny makes a futile attempt to prove to Tacitus (1.20) that their effectiveness had nothing to do with brevity.

The letter contains reference to five Attic orators who left written works and whose works are, at least in part, extant: Lysias, Isocrates, Demosthenes, Aeschines, and Hyperides. Pliny quotes only from Demosthenes and Aeschines.

In the letter to Tacitus on the advantages of elaborate oratory over a concise and direct style (1.20) he says that the friend who favors the latter type points to Lysias among the Greeks, while Pliny arrays on the opposing side Demosthenes, Aeschines, and Hyperides. It may be inferred that the simple and unpretentious style and the severely practical method of Lysias had little attraction for Pliny. Quintilian's comment (10.1.78) on this orator is, 'You could not find a more perfect orator, if it suffices an orator to teach', that is, to set forth his case clearly. 'He has nothing useless, nothing superfluous; but he is to be compared to a pure fountain rather than to a great river'. Indeed no author illustrates more clearly the difference between Hellenic and Latin genius in the economy of means and end. The art of Lysias was probably no less conscious than that of Sophocles, and it was under a no less strict control. The Latin could admire such reserve at a distance, but it would be difficult for him, in any literary undertaking, to dispense with ornament and amplification. Pliny's attitude is of a piece with the Roman preference for Euripides.

Hyperides is mentioned by Pliny on the side opposed to Lysias, although Quintilian remarks of him, while praising his charm of style and his acumen, that his abilities are best adapted to cases of the smaller sort. The author of the essay *Περὶ Τύπους* (34) says that, if number of excellences and not degrees were to be considered, Hyperides would be thought to surpass Demosthenes. He is like a victor in the pentathlon, who in any other contest would miss the first prize, but is a far-better all-round athlete than the layman. So versatile a writer no doubt had speeches in the 'great river' style which was admired by Pliny.

But Demosthenes is, of course, Pliny's chief model among the Greeks—ille norma oratoris et regula, he calls him (9.26.8), as Quintilian says that he was paene *lex orandi* (10.1.76). Pliny writes to Arrianus (1.2.2),

'I have striven to imitate Demosthenes and Calvus, at least in their forms of speech; for the vigor of such great men can be attained by only a few whom a favoring deity has loved'.

Later he writes to Julius Genitor, the rhetorician, of more specific study and imitation (7.30.4-6):

'I do some writing and reading, but, when I read, I feel by comparison how badly I write; although you encourage me, you who compare my poor attempts to avenge Helvidius with Demosthenes's speech against Meidias. To be sure I had this speech in hand when I was composing my own, not with the idea of rivaling it, for that would be impudent and all but

mad, but that I might imitate and follow it, so far as the diversity of talents greatest and least and the dissimilarity of the cases would allow'.

Pliny tells Maximus, with evident pleasure, of an incident that illustrated his own literary reputation (9.23.5), and adds by way of excuse,

'If Demosthenes was rightly pleased when an old woman of Athens recognized him with the words "*Οὐράς εστι Δημοσθένης*", ought not I to rejoice in the celebrity of my name?'

Except for two insignificant quotations (2.3.10, from Demosthenes 18.313; and 4.7.6, from Demosthenes 18.291, applied ironically to the public reading of Regulus's eulogy of his son), both from the Oration on the Crown, all the words of Demosthenes actually quoted are found in the letter to Lupercus (9.26). In this letter, addressed to a friend who was especially interested, it is to be presumed, in such questions of taste, Pliny attempts to defend certain passages in his own speeches which Lupercus had scored as defects, apparently thinking them turgid or extravagant. Pliny excuses them on the ground that oratory is admirable in proportion to its daring and freedom from constraint; and this theory he seeks to substantiate by examples, first of hyperbole, from Homer (9.26.6), and then of invective and bold metaphor, from Demosthenes. Four of these quotations are from the Oration on the Crown (18.216, 299, 301, in 9.26.8; 18.136, in 9.26.9), one is from the Second Olynthiac (2.9, in 9.26.9), one from the First Philippic (4.49, in 9.26.8), one from the Oration on the False Legation (19.259, in 9.26.9), and six are from the first Oration against Aristogiton (25.28, 46, 48, 76, 84, in 9.26.9). Some of these are good examples of the directness and force of Demosthenes; one or two perhaps better illustrate his range of abusive epithets. Pliny groups them all together as expressions of the sort which Aeschines called *θαύματα*, not *βήματα*. In spite of Aeschines, Pliny (9.26.10) believes that the superiority of Demosthenes to his rival consists in his bold employment of just such figures: 'In other things his vigor is apparent, in these his grandeur'. And he finds that Aeschines himself has on occasion a similar violence. He gives several examples: four from Aeschines on the Crown (Ctes. 101, 206, in 9.26.11; Ctes. 208, 253, in 9.26.12), and one from the speech against Timarchus (Tim. 176, in 9.26.12). Aeschines is mentioned by Pliny only in connection with Demosthenes, as here. He refers twice to the story that Aeschines read aloud to a Rhodian audience, both his own Oration on the Crown and Demosthenes's, and commented on the inevitable applause given to the greater speech with the grim but appreciative 'What if you had heard the beast himself!' (2.3.10; 4.5.1).

We may doubt whether Lupercus found his friend's learned argument convincing. He may have felt that Pliny's hyperboles and metaphors were simply marks of bad taste, without the originality and fire which excused the violence of Demosthenes. He may

have doubted whether extravagance contributed to the grandeur of the Attic orator, as Pliny asserts<sup>5</sup>. It has been seen that Pliny did not pretend to Demosthenes's *vis*, his vigor and force, but strove to imitate his *figurae orationis* (1.2.2). Certainly a man of Pliny's powers could learn much from the structure of the speeches of Demosthenes, could acquire some of his tricks of exposition, narration, persuasion. But it was rash to try to copy his audacious metaphor and invective. These could be adopted successfully only by a writer of great originality and force. If Pliny's forensic oratory was successful, its effectiveness was probably due to its harmony with the literary fashion of the times, to the social and official prestige of the speaker, and to his recognized integrity of character.

(7) It remains to be noted that Pliny mentions three poets of the Alexandrian period: Callimachus and Herodas, to whose verse he compares the epigrams and the mimiambics of Arrius (4.3.4), and Aratus of Soli, in the minuteness of whose astronomical poem he finds an excuse for his detailed account of the villa in Tuscany (5.6.43). He may have known Aratus though the translations by Cicero and Germanicus as well as in the original Greek.

The evidence is sufficient to show that Pliny shared the traditional respect of the Roman aristocracy for the genius of the Greeks and the expressive qualities of the Greek language. We can not tell precisely how far this was a conventional sentiment in Pliny, and how far it was reinforced by a rational and personal appreciation of Greek literature. He had a very considerable command of the language, and liked to use some of the Greek technical terms of the Schools as well as the fashionable Greek phrases of the *literati*. His general knowledge of Greek literature was at least equal to that of most educated Romans, probably greater. Possibly he had more than a general knowledge of the authors especially recommended by Quintilian, his instructor in rhetoric. He took very seriously his profession of law and of public oratory, and studied the Greek orators with attention and enthusiasm, but perhaps not always with the finest discrimination. He quoted Homer more often and on more varied occasions than any other author. The only Greek books which can with positive certainty be included among his *libri lectitandi* are the Homeric poems and the Orations of Demosthenes. The range of his Greek allusions and his apparent interest in the Greek compositions of his friends, however, allow us to suppose that he read many other Greek authors. Indeed, so far as indications in his correspondence may be trusted, his purely literary reading was more Greek than Latin.

SMITH COLLEGE,  
Northampton, Mass.

SIDNEY N. DEANE.

<sup>5</sup>Pliny's opinion in this matter has an analogy in his defense of some verses of his own which a friend found improper. He relies upon precedents (5.3). Professor Merrill (Selected Letters, page xxiv) has pointed out in this connection that Pliny was incapable of separating the essential from the accidental in literary tradition.

## REVIEWS

Beginning Latin Book. By Albert S. Perkins. Boston: Benjamin H. Sanborn and Company (1918). Pp. xxii + 432. \$1.24

The addition of a book for beginners in Latin to the long list already existing naturally directs our attention primarily to what the author's aims and purposes are. This question is answered for us in the following excerpts from the Preface (iii, v):

This book is based on the idea that Latin originals should be correlated with English derivatives, in college preparatory, general, commercial, and other vocational classes of the High School or Junior High School. . . . For practice in the direct method, oral exercises have been placed at the end of the English-Latin sentences. . . .

In these days, 'Junior High Schools', 'Direct Method', 'Vocational Education' are indeed terms to conjure with, even though their meaning is not always clear. In most cases it is expected that a new book will seize upon one or another of these new terms in educational parlance as the reason for its coming into being, or will hit upon some new device for the avoidance of real work on the part of the student. He is a bold man who aims to construct a book that will include *all* these new ideas, so that, no matter what the individual teacher's peculiar fad may be, the book can be made to serve his needs. Perhaps it is because of the author's desire to meet *all* the points of view that this new *beginners' book* contains 432 pages.

It is difficult for the reviewer, whose faith is none too great in many of the current educational devices, to see the virtues that may be concealed in this new book, which aims to include all the new theories, but he is strongly of the opinion that, because of the number of pages alone, irrespective of contents, there must be concerning it a large question-mark in the minds of many teachers and an equally large exclamation-point in the mind of every pupil. Surely something should be left for the other years at High School and for the College; the attempt to do everything in the first year of the High School must result, as it always has, in failure.

There are 79 lessons, which are so arranged that the alternate lessons contain the forms, syntax, vocabulary, and word-derivation, and the succeeding lessons in each instance contain the sentences for the application of what was learned the preceding day. Following these are fifteen additional lessons, arranged in the same way, dealing more fully with such subjects as clauses of purpose and result, conditional sentences, indirect discourse, and the forms and the syntax of impersonals and periphrastics. There are also some sixty pages devoted to continuous reading matter on various subjects, some Latin songs, familiar quotations and mottoes, and abbreviations from the Latin.

All the paradigms are given in the back part of the book together with the chief rules of syntax treated in the body of the book. No paradigms are given in the

body of the book and there is every reason to believe that this arrangement is excellent both for the teacher and the pupil. There may be some who prefer to have the four conjugations of the verb arranged side by side, as the conjugation of deponents is usually arranged, instead of one following the other, so that the verb may be developed tense by tense, but this is a minor point on which opinions doubtless differ.

As may be inferred from the author's statement at the outset, a great deal of attention is devoted to word-study. There is, indeed, too much detail in instructions to the teacher as to how this work is to be done. Perhaps the chief fault of the book is a direct result of conscious attention to this matter of vocabulary and derivatives. The author assures us (iii) that there are in the whole book about 750 Latin roots, *not counting prefixes*<sup>1</sup>. The limited vocabulary in English of most beginners, and, indeed, our knowledge of the size of the average adult's vocabulary force the conviction that there is vastly more vocabulary required in this book than the beginner can reasonably be expected to acquire. Taking into consideration the fact that the English derivatives from a Latin root are often numerous (the author gives 21 in his specimen page of the notebook, under *annus*, page xxi), the reviewer hesitates to calculate the total for the book, and doubts if, in any case, the pupil will develop thereby any greater ability to read Latin.

In reading the sentences to be translated into Latin or from Latin one wonders from what source they were taken or what they are expected to lead to in the student's subsequent work in Latin literature. On every page one has the subconscious feeling that both Latin and English sentences are subservient to some purpose of the book other than the expression of idiomatic Latin or even idiomatic English. For instance, the principle of adjective agreement (admittedly an important one) seems to have been constantly in the author's mind, so much so that adjectives are often introduced with nouns merely for the sake of applying the principle, whether in each instance the adjective is applicable or not. Other sentences, to say the least, strike one as being odd, even if grammatically correct. Surely, in every Beginners' Latin Book both Latin and English should be beyond reproach. A particularly heavy obligation to make the English correct, in syntax and taste, rests upon the author of such a book as this, whose chief justification is its constant correlation of Latin and English. The reviewer sees no reason for a sentence like "were the bones of the unhappy animals devoured by the lion?" (page 46).

I group here a few more sentences, out of many, which seem to me objectionable.

20<sup>2</sup>. "Barbari cum sociis agros agricolarum vastant". Would not 'et socii' be better Latin than "cum sociis"?

<sup>1</sup>The italics are mine.

<sup>2</sup>The references are to pages.

21. "The bad pupils with (their) master are blamed by the Roman women". Would it not be better English to say 'and' instead of "with"?

25. "Magni agri sociorum a barbaris late vastabantur". Would not 'lati' be better Latin than "magni", as in the sentence on page 20, "frumentum ex latis agris a servis malis portatur"?

25. "The new swords (together) with much gold and silver were early carried to the island". Is this not a rather queer sentence?

30. "The son of Marcus had large and beautiful eyes". Why the "and" in this sentence. Is it not merely a Latinism?

54. "Caesar in castris milites continet; dux hostium magna celeritate sub montem copias movet". The Ablative of Manner was introduced at page 34, with a reference to page 320, where, under Rules of Syntax, we read:

17. Manner.—The *ablative* with *cum* is used to denote *manner*. The preposition may be omitted when the ablative is modified by an adjective. . . .

The example given on page 34, is as follows:

"Example:

The soldiers hastened from the camp with great speed. Milites e castris magna cum celeritate (or magna celeritate) properaverunt".

On page 36 appears the sentence:

"Graeci magna cum celeritate ad regem de pace legatos mittunt".

These are the only two examples of the construction thus far in the book, and they differ. Is this material enough on such a theme?

Again, *castra movere* is good Latin, but is *copias movere* equally good, or is it but an English expression Latinized?

54. "The leader of the infantry moved (his) camp to the wooded places, where he sustained a fierce sharp battle with the equestrian forces of the enemy". Is "sustained a fierce battle" an idiomatic English expression?

56. "Studium potentiae pecuniaeque est omnibus". Is this idiomatic Latin?

69. "Nocte milites ex sinistro cornu decimae legionis pontem occupare potuerunt". Would not *noctu* be a better form here for the meaning intended, especially since it is not modified by an adjective?

79. "Homines magna fortitudine mortem non saepe vererunt". Is *vereor* a good word to use with *mortem*?

108. "Librorum quos legimus hic facilissimus est, ille difficillimus". What is a "facilis liber"? Is it not merely an idiomatic English expression Latinized?

108. "The Nervii, who were of great stature and very brave, threw the wine which they had taken in the town into the river". Are there not several irrelevant ideas combined here into one sentence?

145. "What is the best thing for men eager for defending their native country to do"? Is it not better English to say 'eager to defend', especially since even the Latinism given in the sentence is likely to result in the student writing the expression incorrectly in Latin?

165. "Galli, bello celeriter inlato, quod non intellegant qualis natura Romanorum esset, cum nihil domi relictum esset, ex finibus egrediebantur". This seems to be a sentence with a lot of unrelated ideas.

Once in a while, too, sentences involve points of syntax that the pupil has not had. For instance, on page 128 (b. 1) a principle of indirect discourse is introduced in a Latin sentence, whereas that subject

is not taken up before page 143. Through greater definiteness of plan in the sequence of syntactical principles the author might have avoided such instances.

Misprints, as far as the reviewer's observation has gone, are few. The general appearance of the book, in arrangement and type, which are by no means small considerations, is very good. The author prints (v-vi) the names of 23 teachers of Latin who have, in various ways, contributed to the final form and publication of his book. Surely, in such a multitude of counsellors there must be much wisdom.

NORTHEAST HIGH SCHOOL,  
Philadelphia.

ELLIS A. SCHNABEL.

#### MR. PERKINS'S REJOINDER

Teaching should be 'all round', not one-sided. A 'fad' may have good points, and should be considered on its merits; if it has good points, these should be utilized, as a means to an end.

The reviewer comments on the size of my book. But he does not take into account the fact that the page is smaller than the page in other Beginners' Latin books, and that the book is set throughout in ten point type. Compare the book with the usual Beginners' Latin book, set in eight point type, as the main type, with much matter in six point type. Also compare the 'readability' of a page in ten point type with another in eight and six point, and note the difference in eye strain.

While aiming to include all the subjects to which a first-year pupil should be introduced, I lay special emphasis upon the building of an English vocabulary and on the literary side of Latin study, in the Reading Matter, e.g. by the inclusion of two letters of Pliny, and of the selections from Goffaux's *Robinson Crusoe*.

To the reviewer the "chief fault of the book is a direct result of conscious attention to this matter of vocabulary and derivatives". In the Dorchester High School we *emphasize* English derivatives in vocational classes, and study them *incidentally* and *orally* in the College preparatory classes. See Directions to Teachers, pages xvii-xviii.

The reviewer thinks there is vastly more vocabulary in my book than the beginner can reasonably be expected to acquire. The results in the Dorchester High School are just the opposite. The correlation of English with Latin not only helps in building an English vocabulary, but in remembering the meaning of the Latin word, thus killing two birds with one stone.

That the task of finding derivatives may not become too burdensome, the recitations on derivatives in the author's vocational classes are made a kind of laboratory exercise, in which derivatives are put on the board, and the list for a given Latin root is decided upon.

The reviewer doubts whether the pupil will, through the study of derivatives, develop any greater ability to read Latin. For myself, I state unhesitatingly that

I have found no help to reading at sight comparable with the help obtained from the study of derivatives. Very rarely does a troublesome Latin word fail to yield English derivatives, and thus suggest a translation that will get the pupil clear of his difficulties.

The reviewer comments adversely on the character of the sentences. I sought, deliberately, to avoid the ordinary type of sentence, dull and sanguinary in character. The sentences in my book were tested in the Dorchester High School, by two teachers besides myself. It was agreed that the result was a series of sentences interesting to the pupil and contributing perceptibly to the acquisition of power to translate. Concerning the English and the Latinity of the sentences, I have only to say that no one of the many persons to whom the manuscript and proof were submitted (see the list in the Preface, v-vi) objected to the English or to the Latinity. However, I will answer in detail the reviewer's criticism of specific sentences.

46<sup>1</sup>. Young people and children of an older growth are always interested in lions. See *The Atlantic Monthly* for July, 1918, 44 ff., *The African Lion*, by William Charles Scully.

20. In Harpers' Latin Dictionary numerous examples are given of *cum* used in this way and the statement is made that *cum* is "sometimes also to be translated 'and'".

25. *magnus* is frequently used in the sense of 'spacious', 'vast', 'extensive': see Harpers'.

30. "and" should have been set within parenthesis marks, as a hint to the pupil that it is not to be translated.

56. With reference to *studium potentiae pecuniaeque* compare *pugnae studium*, Lucretius 3.647; *studium doctrinae*, Cicero, *Rosc. Amer.* 46. Of course *omnibus* is dative of possession: compare Cicero, *Cat.* 3.16.

69. According to Harpers', *nocte*, though rare, is classical.

79. I think *vereor* is a good word to use with *mortem*. See Harpers'.

108. For *facilis liber*, compare Juvenal 3.41 *librum, si malus est, nequeo laudare*.

165. I wished to give the pupil drill in handling complex sentences, so common in Caesar.

Only rarely do I introduce sentences involving points of syntax that the pupil has not had. In no case of this kind, I believe, is the meaning not clear.

The reviewer is in error in saying that *oratio obliqua* is not taken up before page 143. The subject is introduced in connection with the subject accusative on page 78, referred to more at length on page 143, and discussed in minute detail on page 209. I planned to introduce this construction early, as well as the ablative absolute (page 73) and the passive voice (page 15). Too often in Beginners' Latin books these troublesome, but extremely important, constructions, as well as the use of the passive voice, are put off to the later pages, with the result that the unfortunate pupil is simply overwhelmed when a little later he finds them on every side in Caesar.

DORCHESTER HIGH SCHOOL,  
Boston.

ALBERT S. PERKINS.

<sup>1</sup>The references are to pages of my book containing sentences specifically criticized by the reviewer.

STATEMENT OF THE OWNERSHIP, MANAGEMENT,  
CIRCULATION, ETC., REQUIRED BY THE ACT OF  
CONGRESS OF AUGUST 24, 1912

Of THE CLASSICAL WEEKLY published weekly from October 1 to May 31 in each year except weeks in which there is a legal or a school holiday at New York, N. Y., for October 1, 1918.

STATE OF NEW YORK  
COUNTY OF THE BRONX { ss.

Before me a notary public in and for the State and county aforesaid, personally appeared Charles Knapp, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of THE CLASSICAL WEEKLY and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher. The Classical Association of the Atlantic States, Barnard College, Columbia University, New York City.

Editor, none.

Managing editor, Charles Knapp, Barnard College, Columbia University, New York City.

Business managers, none.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.) The Classical Association of the Atlantic States (not a corporation. No stockholders or individual owners. 683 members). President, Robert B. English, Washington and Jefferson College, Washington, Pennsylvania. Secretary-Treasurer, Charles Knapp, Barnard College, Columbia University, New York City.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none so state.) None.

CHARLES KNAPP, Managing Editor.

Sworn to and subscribed before me this 28th day of September, 1918.

Form 3526. [SEAL] DAVID L. WOODALL, Notary Public.  
(My commission expires March 30, 1919.)

## THE ROMANS AT HOME

*A series of sets of lantern-slides illustrating  
the most significant phases of*

### Roman Private Life

Also sets illustrating the life and exploits of Julius Caesar, the life and political career of Cicero, the Wanderings of Aeneas, Roman Mythology, etc.

#### For the Use of High Schools and Colleges

These sets are from the negatives made by the Latin Department of the State University of Iowa for circulation through the Extension Bureau among the High Schools of the State.

In response to many inquiries arrangements have been made whereby duplicates may be purchased by Schools at moderate rates.

*For particulars address*

**F. C. EASTMAN, IOWA CITY, IOWA**

## Latin Reader

By A. B. REYNOLDS

Head of Foreign Language Department Hitchcock Military Academy, San Rafael, California.

Nature study and easy stories for sight reading during the first year in Latin enable pupils to learn to read Latin as they learn to read English, *by reading*.

Cloth. Illustrated. xxiv+349 pages

Price \$1.20

*Bene incepit, dimidium confectum*

## D. C. HEATH & COMPANY

Boston      New York      Chicago

## THE LATIN GAMES

**Game of the Latin Noun**, new; may be played by all grades including beginners. Price, 50 cents.

**Verb Games**, a series of five games, each 29c.: 1 and 2, on principal parts; 3 and 4, on verb forms; No. 5, on verb terminations.

**Game of Latin Authors**. Price \$1.04.

These games always please and profit; are highly recommended by teachers and pupils. Any or all sent postpaid on receipt of price. Stamps accepted.

**THE LATIN GAME CO., APPLETON, WIS.**

## Miss Sabin's

## Derivative Blanks

described in

**THE CLASSICAL WEEKLY 12.32**

**Are unfortunately out of print**

**CHARLES KNAPP**

THE CLASSICAL WEEKLY is published by The Classical Association of the Atlantic States, weekly, on Mondays from October 1 to May 31 inclusive, except in weeks in which there is a legal or School holiday, at Barnard College, Broadway and 120th St., New York City.

All persons within the territory of the Association who are interested in the language, the literature, the life, and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to THE CLASSICAL WEEKLY) are two dollars. The territory covered by the Association includes New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia. Outside the territory of the Association the subscription price of THE CLASSICAL WEEKLY is two dollars per year. If affidavit to bill for subscription is required the fee must be paid by the subscriber. Subscribers in Canada or other foreign countries must send 30 cents extra for postage.

*Managing Editor*

CHARLES KNAPP, Barnard College, Columbia University.

*Associate Editors*

WALTON B. McDANIEL, University of Pennsylvania  
DAVID M. ROBINSON, The Johns Hopkins University  
B. L. ULLMAN, University of Pittsburgh  
H. H. YEAMES, Hobart College

Communications, articles, reviews, books for review, queries, etc., inquiries concerning subscriptions and advertising, back numbers or extra numbers, notices of change of address, etc., should be sent to Charles Knapp, Barnard College, New York City.

Single copies, 10 cents. Extra numbers, 10 cents each, \$1.00 per dozen. Back Volumes, Volumes 1-11, \$1.50 each.

Printed by W. F. Humphrey, 300 Pulteney St., Geneva, N. Y.

**THE CLASSICAL ASSOCIATION  
OF THE ATLANTIC STATES**

Organized in November, 1906

Membership April 30, 1918, 681

Dues - - - - - \$2.00 per annum  
(The year runs from May 1 to April 30)

*President*

PROFESSOR R. B. ENGLISH,  
Washington and Jefferson College

*Secretary-Treasurer*

PROFESSOR CHARLES KNAPP,  
Barnard College, New York City

*Vice-Presidents*

Mr. J. P. Behm, Central High School, Syracuse, New York.

Professor Helen H. Tanzer, Hunter College, New York City.

Miss Theodora H. Ehman, East Side High School, Newark, N. J.

Dr. Richard Mott Gummere, William Penn Charter School, Philadelphia, Pa.

Mr. Norman E. Henry, Peabody High School, Pittsburgh, Pa.

Dr. Mary E. Armstrong, Goucher College, Baltimore, Md.

Professor Charles S. Smith, George Washington University, D. of C.

**Sententiae I, II, III**  
**LATIN SENTENCE GAMES**  
**For Teaching Latin Composition**

By BRITA L. HORNER

Graduate of Bryn Mawr College and experienced teacher of Latin

The games are so arranged that they supplement the regular lessons in grammar.

**Sententiae I** affords practice in the use of the direct and indirect object.

**Sententiae II** affords practice in the use of the ablative of means and personal agent.

**Sententiae III** affords practice in the use of the expressions of place.

Each game consists of 58 cards and may be played either in the class-room or at club meetings. The games are adapted both to beginners and to more advanced students.

The **Sententiae** have been highly praised by many teachers and have been adopted for use in more than 150 schools the first year.

Orders for the games should be sent to the author.

Address: **Box 68, Weehawken, N. J.**

Price, 40 cents each; 3 sets for \$1.00

Postpaid, 10 cents extra